

EDUCATION – WORKFORCE DEVELOPMENT TASKFORCE

WORK PLAN

Strategic Issues

In the current global economy, Missourians need educational tools to compete in the constantly changing world of work. Lifelong learning is crucial to maintaining quality of life. The new Workforce Development System and Education must work together to ensure all Missouri citizens remain competitive and profitable in the market place.

Desired Outcomes

A successful education-workforce development plan will result in:

- continuing current local and state linkages;
- better utilization of education programs;
- cost effective use of training funds;
- trained workers to fit the current labor market;
- closer coordination of education programs;
- improved training related placement rates; and
- local accessibility for Adult Based Education / General Equivalency Diploma programs.

Questions to be Answered by the Taskforce

1. What initiatives can be implemented to assist the post-secondary schools and colleges in developing curriculum for the current labor market?

State funding agencies such as the Department of Higher Education and the Department of Elementary and Secondary Education need to devise incentives for public institutions to meet the short-term training needs of the state.

Expected Outcome: A change in Department of Higher Education and Elementary and Secondary Education policy will result in increased program delivery and flexibility on the part of public institutions. More short-term training courses will be offered.

State and local staff must develop common definitions for services such as customized training, short-term occupation training, workplace literacy, and workplace readiness.

Expected Outcome: Clearer communication among partners will cause a focus on outcomes and aid in identifying duplicate services.

2. What can be done to facilitate the development of more open entry / open exit training programs at post-secondary schools and colleges?

A local plan for each service region must be developed that would identify each service region's short-term training needs.

Expected Outcome: Short-term courses can be identified and developed to meet local needs.

Change Department of Elementary and Secondary Education's reimbursement procedures on short-term adult programs from a minimum requirement of 10 adult students to receive 50% state reimbursement of the teacher's salary, to a prorated reimbursement of up to 50% of the teacher's salary.

Expected Outcome: More adult students will be served.

The Departments of Higher Education and Elementary and Secondary Education should encourage the schools, colleges, and institutions to implement numerous short-term and intermediate-term programs (up to six months in length) for credit or non-credit instruction, based on a valid and reliable local needs assessment.

Expected Outcome: Students referred from One-Stop Career Centers will have several options for “quick start” training and education to get into the labor market.

Develop a consolidated inventory of short-term training programs that is accessible through the One-Stop Career Center System.

Expected Outcome: One-Stop Career Center customers will have up-to-date information.

The Departments of Higher Education and Elementary and Secondary Education should develop quick turn around systems for approving reimbursable or non-reimbursable short-term credit (or non-credit) training and education programs.

Expected Outcome: Selected programs to be offered by schools, colleges, and institutions will be approved by the Departments of Higher Education and Elementary and Secondary Education within one week to no more than 60 days.

3. What initiatives do the post-secondary schools and colleges feel the new Workforce Development System could implement to improve student success?

Guidelines for approving individual training account vouchers should be carefully crafted through cooperative relationships with the state, the Local Workforce Investment Board, training providers, and state and federal financial aid staff.

Expected Outcome: Individual training accounts will more accurately meet the financial needs of customers.

Adult and post-secondary schools, colleges, and institutions need access to students’ earnings records both before and after training and education, while maintaining individual privacy.

Expected Outcome: Access to wage and salary records will assist the Workforce Development System in measuring its effectiveness against the Governor’s Outcomes.

Expected Outcome: Improved consumer information and quality control information for adult and post-secondary institutions.

[Note: The Education Taskforce established a credentialing committee consisting of state and local staff with specialized knowledge of counseling, assessment, and staff training. In addition, the Taskforce established a capacity building committee consisting of state agency trainers, staff of university training institutes, and local staff. The recommendations of both committees were similar in nature.]

Training and professional development should be a priority in all agencies investment of time and funds. The Education – Workforce Development Taskforce strongly recommends a mandatory credentialing process to provide uniform training in the career development competencies necessary to assist One-Stop Career Center customers and any other customers moving through the Workforce Development System.

A standing capacity building committee is recommended to be established. The committee would report to the Division of Workforce Development. The Committee, comprised of local and state agency personnel, would focus on planning the technical assistance, professional development, and cultural change needs of the system's internal customers. Committee responsibilities would include:

- *Evaluating state and national credentialing alternatives and recommending a credentialing process that accommodates staff at all educational levels and work experience. The process would also include professional development for members of local and state workforce development boards. The process and delivery system would be in place by the year 2002.*
- *Identifying who would be required to be credentialed within the Workforce Development System.*
- *Responsibility for bringing workforce development decision makers together for support of the process and the requisite funding.*
- *Structuring a network of providers for technical assistance to state and local workforce partners.*
- *Identifying trainers and training resources.*
- *Communicating, coordinating, and planning with the Human Resources committee.*
- *Responding to state and local needs of partners.*
- *Identifying continuing education requirements.*
- *Identifying competencies required for workforce development based on existing state and national training programs (i.e. NOICC).*
- *Keeping people informed of training available.*
- *Coordinating and articulating training system to include:*
 - *Maintenance of records of participation.*
 - *Classification of courses against certification requirements.*
 - *Reaching agreement of comparability of courses.*

A professional development plan for workforce development personnel is recommended to be established that allows for adequate incentives for advancement. Incentives would include reimbursement for tuition, license fees, and other costs that are job-related. The professional development plan would include membership in a job-related professional organization.

The Division of Workforce Development is recommended to adopt, as one of its priorities, the funding of professional development incentives for all workforce partners. Example: The Division of Workforce Development might share expenses reimbursement expenses on tuition and license incentives with local workforce partners.

The Education – Workforce Development Taskforce recommends that appropriate career fields that require a state license and / or certification be required to modify training competencies to reflect the needs of the Workforce Development System. Example: Individuals with credentials in the following areas should be knowledgeable of the Workforce Development System such as: Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor (LPC), public school counselors, licensed psychologists, Certified Vocational Resource Evaluator (CVRE), and those holding Certified Rehabilitation Counselor (CRC) credentials. In addition, elementary and high school teachers and

community college personnel need a basic understanding of workforce development policy procedures to assist students in the “first chance” Workforce Development System.

The selected credentialing process must be included in the Missouri Training and Employment Council One-Stop Career Center Standards.

Expected Outcomes: *Education – Workforce Development Taskforce members believe that if the recommendations identified above are adopted, the following goals would be achieved:*

- *There will be greater consistency in the level of service and quality of service across the State.*
- *Customer results such as employment, retention, earnings, and welfare reduction will improve.*
- *Improved workforce development personnel competency, reduction in employee turnover, and improvement of morale will occur.*
- *The marketability of the Workforce Development System to its customers will increase.*
- *The duplication of training resources will be reduced.*
- *Through a better understanding of agency roles, a systems approval to workforce development will be developed.*
- *Bridging technical assistance and professional development needs will result in a more personal level, customer centered, approach to the services provided.*

All Missouri licensure and examination boards, under the Division of Professional Registration, are considered to be important contributors to the State’s priority of workforce development, training, and education. Under the new Workforce Development System, it is strongly recommended that licensure and examination boards, on an annually basis, be mandated to report the pass / no pass results of all examinees back to the respective training and education schools, colleges, and institutions.

Expected Outcome: *Reporting by state licensuring boards will fulfill the new Workforce Investment Act requirement to provide institutional performance data, such as, number of program completers, number that pass state or national licensure / certification examinations.*

Provide professional development activities to adult-level instructors employed at schools, colleges, and institutions to deal with the problems that hard-to-serve special population student groups encounter.

Expected Outcome: *Special population students will be more likely to succeed and benefit from training and education.*

Devise incentives and / or consequences for targeted groups to increase participation in workplace readiness training.

Expected Outcome: *Incentives and / or consequences should result in increased participation in education and training services.*

Seek assistance in dealing with individual barriers such as transportation and daycare.

Expected Outcomes: *Where gaps occur in providing services, bridge barriers with improved or enhanced services. Agencies need to share information about resources that are available to address customer barriers.*

Study the feasibility of collocating some Adult Basic Education / General Equivalency Diploma centers in One-Stop Career Centers. At the same time, change Adult Basic Education reimbursement rules to focus on results.

Expected Outcome: *The number of Adult Basic Education / General Equivalency Diploma centers at One-Stop Career Centers will be increased. A clearer connection will then be made between General Equivalency Diploma attainment and employment.*

It is recommended that state general revenue and federal funds not be disbursed to any training and education provider that does not meet eligibility and certification requirements as determined by the Department of Elementary and Secondary Education (Adult and Vocational Education and Vocational Rehabilitation Divisions), the Department of Higher Education, and the Commission on Accreditation for Rehabilitation Facilities for Community-Based Rehabilitation Agency programs.

Expected Outcome: *Local workforce development boards under the Workforce Investment Act would fund individual training accounts only to accredited, certified, and eligible schools, colleges, and institutions approved by the above agencies and programs.*

4. How can assessment prior to being admitted to a post-secondary school or college be improved?

Post-secondary institutions need assessment information upfront on referrals to best provide, arrange and /or develop supportive services to maximize system outcomes. All applicant information must be provided to the post-secondary institution.

Expected Outcome: *More appropriate occupational placement and better program and employment retention can be achieved. Support services will be targeted to individual needs.*

Consolidate statewide student / client management information databases to make client services more efficient and communicative.

Expected Outcome: *A case management system will exist that will adequately inform all client service representatives of the current status of each customer.*

Maintaining the latest, most accurate labor supply / demand and employer / job information is a top priority. It is highly recommended that a new occupational information system be created that is current within three months, projects future needs with a high degree of reliability and validity, and avoids the duplication of efforts undertaken by multiple state and local agencies.

Expected Outcome: *Reliable labor supply / demand information that is current and useful will improve decision making by training providers and customers.*

[Note: The Education – Workforce Development Taskforce established an assessment committee consisting of state and local staff with specialized knowledge of counseling, assessment, and staff training.

Workforce development staff must use common terminology within the system.

Expected Outcome: *Common terminology will reduce customer confusion and confusion among partner agencies serving the customer.*

The Workforce Development System should use terms such as screening, comprehensive assessment, and career evaluation. These terms can be loosely applied to core, intensive, and training services categories contained in the Workforce Investment Act; Levels 1, 2, and 3 designations used within the Temporary Assistance program; Levels 1, 2, and 3 as utilized by career evaluation staff; and triage training provided by the Missouri Training Institute.

The following definitions should be broadly used and applied:

Screening: An initial process to determine the level of services needed. It consists of gathering information from an application or an application and initial interview. Screening results in directing the customer to services that are immediately available, referral to a partner service agency or case manager where appropriate. The point person during the screening phase is critical to the assessment and referral process. The point person will need specialized training and work experiences to effectively route customers to the most appropriate service, agency, or case manager.

Comprehensive Assessment: A multi-agency diagnostic process that determines occupational strengths, barriers, and needs. It is utilized to empower the customer to develop a realistic plan of action.

Career Evaluation: A focused specialized evaluation process to determine the service needs and direction of the customer for a specific training activity. It builds on prior assessments and supports / validates the customer's choice.

Expected Outcome: Adoption of the recommended terminology or agreement on terminology will advance One-Stop Career Center staff and customer understanding. It should be understood that "assessment" is an ongoing process. It is customer-based and results in job attainment and retention. The customer must have buy-in into the process and services, referral, and case management that results from the assessment.

Customers are sometimes placed in services that are programmatic "holding areas" or that are designed for them to fail. Customers should be screened and assessed into appropriate services designed for them to succeed. Example: A client without a high school diploma or equivalency is placed into employment without identification of adult basic education resources in the community and referral to the nearest adult basic education program. The client is unlikely to obtain employment, retain employment, and / or achieve improved earnings without a General Equivalency Diploma.

Expected Outcome: Appropriate services will lessen client discouragement and will improve results for the client and the system.

5. How can the new Workforce Development System assist in evaluating placement rates of education and training programs among post-secondary schools and colleges?

Various databases should be consolidated to track student success criteria by postsecondary institutions. Schools, colleges, and institutions should be presenting results that can be related back to the Governor's Show-Me Results, Governor's Outcomes, as well as the Departments of Higher Education and Elementary and Secondary Education and other consolidated state agency accountability measures.

Expected Outcome: Better information on how resources are utilized will improve state and local decision making.

It is highly recommended that Departments of Higher Education and Elementary and Secondary Education adopt the new American College Testing, Inc. product "Counseling for High Skills" or other products which can be used by Missouri's area vocational technical schools, community colleges, selected baccalaureate institutions, and proprietary schools to measure customer satisfaction.

Expected Outcome: *A consistent easily administered program to track institutional customer information will aid in fulfilling the consumer information requirements of Workforce Investment Act.*

6. What initiatives can be implemented to improve the marketing of programs offered by post-secondary schools and colleges?

Post-secondary education and One-Stop Career Centers must participate in joint marketing efforts that lend mutual support to the Workforce Development System, in general, and the need for post-secondary vocational and technical education in particular, to meet the economic development needs and consumer information needs of Missourians.

Expected Outcome: *Some marketing done from a centralized statewide coordinating perspective will be more effective than individual decentralized efforts.*

It is recommended that the Department of Transportation be required to place highway signs identifying the location of full-service One-Stops and post-secondary institutions (i.e., public area vocational technical schools, private career schools, and other institutions and agencies to be identified).

Expected Outcome: *Increased visibility and promotion of One-Stop Center Centers and adult and post-secondary education schools, colleges, and institutions as important economic development resources.*

Existing state and statutory authorities, certification, and accreditation mechanisms should be utilized to meet school approval requirements subject to the required consumer performance information of the Workforce Investment Act. It is further recommended that this issue be referred to the Statutes and Legal Taskforce. These certification and accreditation standards and requirements are governed by, but not limited to:

- *Commission on Accreditation of Rehabilitation Facilities;*
- *Department of Elementary and Secondary Education (Vocational Rehabilitation, Veterans' Education, Adult Basic Education / General Equivalency Diploma, Adult and Vocational Education);*
- *Department of Higher Education (Title IV eligibility established for financial aid purposes by the Higher Education Act of 1965, and proprietary school / private career school certification); and*
- *North Central Accreditation Association.*

Expected Outcome: *Consumers will be protected from unlicensed and unapproved schools offering services to One-Stop Career Centers customers. Local workforce development boards will be prohibited from contracting with unapproved or unlicensed vendors.*

Give top priority to collocating a certain number of One-Stop Career Centers or satellite centers in the facilities of the local public area vocational school, community college, or baccalaureate institutions, and private proprietary career schools.

Expected Outcome: Certain savings could be realized by exchanging commercial property leases for shared use of state or locally owned community college property. The philosophy of a One-Stop Career Center would truly be realized when in-take, and assessment services are closely associated with the training and education services.

All state agencies involved in One-Stop Career Centers and the new Workforce Investment Act, must recognize that the majority of the state's workforce development training and education programs provided by adult and post-secondary schools and colleges are not federally mandated or funded through the federal government.

Expected Outcome: Communicating and affirming that the State's Workforce Development System is a dynamic broad array of training and education courses and programs funded by state general revenue, as well as federal Department of Education funds. The majority of the education and training programs, courses, and services offered by community colleges, area vocational schools, proprietary schools, and selected baccalaureate institutions do not rely on, or strategically plan for, revenue streams funded through the United States Federal Department of Labor.

7. What information can the new Workforce Development System provide the post-secondary schools and colleges to assist individual planning processes?

Adult and post-secondary schools, colleges, community rehabilitation programs, and institutions must be active members on the local and regional Workforce Development Boards and youth councils. Post-secondary institutions must be informed and educated as to their role on the Workforce Development Boards and One-Stop Career Centers.

Expected Outcome: Participation, input, and commitment is essential from agencies that do the initial assessment to schools that do the education and training.

It is highly recommended that no local or regional workforce development board duplicate any training or education programs / courses that are traditionally and regularly offered by the recognized schools, colleges, community rehabilitation programs, and institutions. Care must be given to avoiding duplicated services, resources, and expenditures among multiple agencies.

Expected Outcome: Duplicated courses and programs will be eliminated by non-authorized state agencies. Only the Departments of Higher Education and Elementary and Secondary Education approved schools, colleges, and institutions will become the sole providers of workforce education and training.

Adult and post-secondary education schools, colleges, and institutions will be included in the One-Stop Career Center as required partners. Section 121(d)(2) of the Workforce Investment Act identifies post-secondary institutions as "may be" included partners in the One-Stop Career Centers.

Expected Outcome: Greater collaboration, on-site customer service, and other valuable resources will be provided by local and regional schools, colleges, and institutions at the One-Stop Career Center.

Adult and post-secondary education schools, colleges, programs, and institutions must be recognized as the State's primary partners when long-range statewide economic development plans that are at stake.

Expected Outcome: Adult and post-secondary institutions will develop curriculum and programs to meet local training needs as they occur.

Post-secondary education providers need accurate and timely local labor market information. The information that is currently available is typically provided on a statewide basis and is dated. New procedures or collection methods must be developed and information disseminated to enable post-secondary institutions to meet rapidly emerging needs as they occur.

Expected Outcome: Local employer training needs will be met more effectively.

Ensure that other state plans such as Adult Education and Literacy, Carl Perkins, Tech Prep, School-to-Work, Welfare-to-Work, temporary assistance are strategically linked to state plans under the Workforce Investment Act.

8. Can the Service Delivery Areas or the Labor Market Area regions and the community college service regions defined in Senate Bill 101, (1995) and authorized in the State Plan for Postsecondary Technical Education be aligned?

At the November 17, 1998, Missouri Training and Employment Council meeting in Jefferson City, the executive committee developed principles to follow when determining options for designation of local workforce investment Boards. The Education – Workforce Development Taskforce endorses the following principles regarding the consolidation of functional maps and designated state agency regions:

- They should be based on the customer / employers and job seekers (taxpayers/citizens).
- Existing / emerging labor market areas, regional centers of retail trade, and access to services (Adult Basic Education / General Equivalency Diploma, adult and post-secondary vocational / technical education and training, healthcare, transportation, and technology transfer) should be taken into account.
- Economies of scale can be realized.
- Location of capital and infrastructure should be considered.
- Consideration should be given to balance of population, taking into account differences between rural and urban areas.
- The number of Workforce Investment Act Areas in the state should not be less than 8, but no more than fifteen.
- Efforts should be made to preserve county boundaries, with the exception of established MSAs.
- The criteria used to determine the Workforce Investment Act areas should be defensible.

Expected Outcome: If the Service Delivery Areas are redrawn, and another map created, the decision making process will be more rational and less political.

It is a top priority that the Workforce Development Partners re-examine the duplication of local governance entities promulgated by federal legislation and conditional on federal recognition and compliance in order to receive funding. The Taskforce believes that Missouri has too many councils with membership lists that are politically motivated, expensive to operate, top-heavy with state agency personnel, and that fail to rotate ineffective members off. Strong consideration should be given to consolidating and eliminating certain similar and redundant structures. Currently there are at least 4 councils functioning at the local level that may be duplicating workforce, labor market, and other advisory duties. These include:

- Private Industry Councils;

- *Job Service Employer Committees;*
- *Community Partnership Councils; and*
- *School-to-Work Partnership Councils.*

It is noted that some of these councils exist because federal mandates require them as a condition for receiving funds. Frankly, the Education – Workforce Development Taskforce believes that the state has too many councils with membership lists that are duplicative, top-heavy with state agency and educational personnel, and fail to rotate ineffective members off the councils.

Expected Outcome: *Through consolidation, establish one workforce development board that embodies the responsibilities of the current five councils identified above.*

At least one representative from a public adult and post-secondary education institution should be represented on all newly constituted Workforce Investment Act regional workforce development boards. Additional representatives from private vocational technical institutions, community rehabilitation programs, and apprenticeship training programs are strongly recommended.

Expected Outcome: *Assure that administrative leaders of adult post-secondary education, training schools, colleges, institutions, and community rehabilitation programs are able to share their knowledge and expertise with other members of the Workforce Development Board.*

The Governor and the State Workforce Investment Board should challenge local elected officials to configure or re-configure regional workforce investment boards required under the Workforce Investment Act with new members.

Expected Outcome: *The Workforce Investment Act focuses workforce development on a much broader array of programs and issues than those faced by private industry councils under the Job Training Partnership Act. While recognized leaders should be retained under Workforce Investment Act, fresh faces are needed to take advantage of the new opportunities that the Workforce Investment Act will afford.*

EDUCATION – WORKFORCE DEVELOPMENT TASKFORCE

FINAL RECOMMENDATIONS

Strategic Issues

A common goal for education and business has emerged. Educating and training Missouri's workers has become paramount to our economy, our standard of living, and our influence in the global economy. It is gratifying to see that Missouri's adult and post-secondary public and private vocational technical institutions are leading the way in workforce development. The Missouri Workforce Development System Transition process is very ambitious when viewed from separate taskforce groups, including the Education – Workforce Development Taskforce.

For clarity and in the context of this project, the Education – Workforce Development Taskforce focused on the adult and post-secondary education and training delivery system, including the following Missouri providers:

- Seventy Adult Basic Education-General Education Development centers;
- Fifty Seven public area vocational technical schools;
- Twelve public community college districts (17 permanent campuses);
- Thirteen public baccalaureate institutions;
- Nearly 150 proprietary (private for profit) career schools;
- Seventeen non-profit community rehabilitation programs; and
- eligible Department of Labor apprenticeship training programs.

There is little doubt that these fine Missouri schools, colleges, institutions, and agencies are fulfilling a major need in preparing today's workers and are paving the way for preparing tomorrow's workers with the knowledge and skills needed for our prosperity in the global marketplace.

The signal key to Missouri's economic future is the ability to have a productive and skilled workforce. The recommendations from this taskforce indicate that the education and training providers and the business community recognize the importance of having and keeping knowledgeable workers. The State's public and private schools and institutions are responding to this growing need in exemplary fashion.

The federal government through the Workforce Investment Act of 1998 and Carl Perkins Vocational Education Act is advocating a major overhaul of the job training system because policy makers, both in Missouri and in Washington, also understand the importance of building and maintaining a world-class workforce. As Missouri's agencies and departments move forward, we must collaborate as never before. There is a natural opportunity here for Missouri's training and education providers to move into collaborative relationships with business and state agencies.

Workforce Training Trends

Every major industry, except education and government, has made significant changes in how it does business and serves people. Too often educators and agencies of state government resist change by clinging to the way things have been done in the past and by doing business as usual. However, Missouri's public and private education and training schools, colleges, and institutions, and Missouri Training and Employment Council partners in state government have demonstrated the willingness to change and be responsive to marketplace needs.

The public and private providers of vocational / technical education and training will continue to change and be responsive to the new economy and workforce trends in Missouri. These schools and institutions know very well about the changing landscape of workforce training and

education. Here are a few statistics driving the ambitions of Missouri's adult and post-secondary educational providers.

- Sixty-five percent of new jobs by the Year 2000 will require post-secondary education and training beyond high school, but below the baccalaureate level (Day, 1996).
- According to a recent *Kiplinger Washington Letter*, the number of manufacturing jobs will continue to decline. They represented 17 percent of all jobs in 1996 and will decrease to approximately eight percent by 2015 (*Kiplinger*). The good news is that these jobs will be replaced by highly skilled and highly paid machine operator technician jobs.
- Toward the Year 2000, the National Center for Education Statistics projects an increase of only five percent enrollment among students under 25 years of age. However, it also projects a 16 percent increase in enrollment of students over 25 years old (Gerald, Horn, and Hussar, 1989).
- Seventy-five percent of the current workforce will need training by the Year 2000, according to the U.S. Department of Labor and the American Society for Training and Development (Day, 1996).
- Seventy percent of the people who will be working in the Year 2000 are on the job now (Commission on the Skills of the American Workforce, 1990).
- Today's workers need to be proficient learners-knowledgeable, skilled, and communicative, as never before.

The Role of Missouri's Education and Training Providers

Over the past 10 years, Missouri Adult Basic Education / General Equivalency Diploma, area vocational technical schools, community colleges, selected baccalaureate institutions, proprietary (private career schools), community rehabilitation programs, and Department of Labor eligible apprenticeship programs have continued to make significant contributions as quality workforce education and training partners with business and industry. These schools and institutions have emerged through entrepreneurial initiatives, and by Missouri statutes, as the primary providers of the workforce education and training required to revitalize and maintain the competitiveness of Missouri's business and industry. A number of reasons include:

- These providers have had a long history of providing vocational, technical, and career training in careers and occupations that reflect the needs of their local economies.
- These providers have a close working relationship with local constituents, including local business and industry.
- These providers already provide a variety of training programs and services where the unmet need for worker training is the greatest, and where duplication by other agencies does not make good political and / or economic sense.
- These providers have considerable successful experience in operating a broad array of non-federally supported programs and services for adult students, employees, and employers.
- These providers have a long tradition of investments in alternative delivery mechanisms that are well positioned to serve adult learners, and should not be duplicated by other agencies.
- These providers have also invested heavily in academically credentialed personnel and student support services, such as career planning and placement, career and aptitude assessment, job placement, and financial aid, and should not be unnecessarily duplicated by other agencies.

- These providers are located within commuting distance of more than 90 percent of the local population of Missouri, so the purchase of training and education from institutions located among border states is not necessary.
- The community colleges, in collaboration with other training and education providers, have divided the state into 12 service regions that serve as a voluntary “no cost” system for coordinating the workforce development needs of the individual regions.
- As fully accredited organizations, community rehabilitation programs are acknowledged leaders in providing training and assessment services to trainees with disabilities and other economic disadvantages.
- The U.S. Department of Labor eligible apprenticeship training programs sponsored by labor organizations are recognized leaders in providing individuals with formal post-secondary vocational and technical training in the trade and craft occupations (carpenters, electricians, operating engineers, millwrights, etc.).
- Through Senate Bill 101 (Chapter 178.637 RSMo, 1995) and through the Department of Higher Education *Blueprint for Higher Education in Missouri*, the state plan for Post-secondary Technical Education was created in 1996. The State Plan called for the creation of Regional Technical Education Councils among the 12 community college service regions. These Regional Technical Education Councils are an effective means of coordinating the workforce development needs within the training and education service regions.

Customers (Students) Served by Missouri Public and Private Institutions and Organizations

Missouri’s public and private schools, colleges, universities, community rehabilitation programs, and apprenticeship training schools serve a continuum of learners being trained and educated to enter and, perhaps, re-enter the workforce. These four distinct student groups include:

- the *emerging* workforce learner;
- the *existing* workforce learner;
- the *transitional* workforce learner; and
- the *entrepreneurial* workforce learner (Zeiss, 1998).

Emerging workforce learners, the first student group, can be described as young persons exploring occupational careers preparing for a first career. These 18-22 year old students are commonly referred to as traditional students. They are the group around which community colleges, baccalaureate institutions, and proprietary schools tend to design their systems and methods of instruction.

Second is the *existing workforce learner*, a full or part-time employee who needs education to remain competitive on the job. This learner, seeking additional education and training about his or her job, is part of the post-secondary and adult sector that is currently experiencing explosive growth. This growth comes as a result of employers who worry, not only about the skill level of workers in the future, but about keeping the skill levels of the present workforce current.

Many employers are turning to area vocational technical schools, proprietary schools, and community colleges to obtain customized workplace training that is often short-term, cutting edge, and specialized. As a result, schools and colleges have had to change their concepts of instruction to accommodate this rapidly growing market. Working with this existing workforce can be a golden opportunity to keep faculty and the curriculum at state-of-the-art levels of quality.

Transitional workforce learners, the third group, are best described as those individuals who are transitioning into the workforce because they have been downsized or right-sized. Others may be disenfranchised in some way because of some debilitating condition needing rehabilitation. They require their education and training to be delivered in a results-oriented manner. Sometimes, it means education about how to get the next job or select a different career. At other times, it means fast track, relevant training that leads to immediate employment. The transitional learners are traditionally those who are targeted by state and / or federally mandated or federally funded workforce training priorities, such as the Job Training Partnership Act, and the new Workforce Investment Act of 1998.

Responding to urgent needs and with non-bureaucratic support systems are keys to success for the transitional workforce learner. Education in 15 weeks or in two-year packages may not work. Not only time frames, but course content, may need to be refashioned. In this arena of education and training, choices about “need-to-know” and “nice-to-know” content have to be made, especially when time and money are limited. Because of traditional values and past practices, some schools and colleges have been slow to offer conventional certificate and AAS degree programs on a short-term, modularized, open-entry, and exit mode of instruction.

The fourth group, *entrepreneurial workforce learners*, can, and should, push the instructional units of schools and colleges very hard to make their education relevant. These people are starting or already own their own businesses, one of the fastest growing business and job market segments in Missouri. Whether the instruction is credit or non-credit is not as important to this group as the relevancy and immediacy of the instruction.

It is important to note that most of these above named student learner types will initiate requests for training and education services through the admissions offices of the State’s public and private education and training providers. Many of the transitional students will seek training and education directly through the One-Stop Career Centers, and then be referred to one of Missouri’s fine schools, colleges, or institutions. The traditional student recruiting, marketing, and promotion strategies employed by the public and private schools and colleges in Missouri are long-standing, effective, and will continue to carve out highly prized market niches for the majority of current and future workers in Missouri. Therefore, One-Stop Career Centers will continue to have limited competitive advantages over the time-proven marketing, recruitment, and assessment functions designed for traditional (emerging), existing, and entrepreneurial workforce learners.

Desired Outcomes

A successful workforce development system will fully recognize and utilize the state’s system of public and private schools and colleges and community rehabilitation providers as the primary provider of training and education. The desired outcomes could be centered on:

- more short-term and open-entry/open-exit training courses will be offered;
- the availability of up-to-date information on courses available and their effectiveness;
- protecting consumers from unlicensed and unapproved schools offering services to One-Stop Career Center customers;
- staff training and credentialing leading to greater consistency in the level of service and quality of service across the State;
- improvement of customer results such as employment, retention, earnings, and welfare reduction;
- the establishment of one workforce development board that embodies the responsibilities of the current four councils;

- providing reliable labor supply / demand information that is current and useful will improve decision-making by training providers and customers;
- providing on-site customer service and other valuable resources by local and regional schools, colleges, and institutions at One-Stop Career Centers;
- more effectively meeting local employer training needs;
- establishing effective local and state linkages between training and education providers and One-Stop Career Centers;
- fuller utilization of current education and training services and programs;
- avoidance of duplicated programs operated by other agencies with no statutory authority to provide education and training;
- effective expenditure of federal and state training funds;
- improving the process to provide education and training for workers in transition between jobs;
- informed coordination among state agencies and schools and colleges that function as the primary training and education providers;
- enhanced delivery of new and improved training programs by the schools and colleges; and
- improved accountability and reporting techniques for institutional measures of success.

Questions to be answered by the Education Taskforce

The Workforce Development System comprises a wide variety of education and training providers such as Adult Basic Education / General Equivalency Diploma centers, community colleges, area vocational technical schools, four year baccalaureate institutions, private career schools (proprietary institutions), community rehabilitation programs, and apprenticeship training schools. These schools, colleges, institutions, and agencies are in place to meet the needs of the state and are able to aid local communities in tying the Community School-to-Careers System, Tech-Prep, A+ Schools, customized training, post-secondary technical education, and other education and training initiatives and services to the One-Stop Career Center concept.

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December 7, 1998 Capacity Building Committee Meeting

The Committee recommends that a capacity building standing committee be established. The Committee would report to the Division of Workforce Development. The Committee comprised of local and state agency personnel would focus on planning the technical assistance, professional development, and cultural change needs of the System's internal customers. The Committee would have the following responsibilities:

- identify trainers and training resources;
- communicate, coordinate, and plan with the Human Resources Committee;
- respond to state and local needs of partners;
- identify continuing education requirements;
- identify competencies required for workforce development based on existing state and national lists;
- keep people informed of training available; and
- coordinate and articulate training system to include;
 - maintenance of records of participation;
 - classification courses against certification requirements; and
 - reach agreement of comparability of courses.

The Committee recommends that training and professional development should be a priority in all agency's investment of time and funds.

Expected Outcome: Education – Workforce Development Taskforce members believe that if the recommendations identified above are adopted, the following would be achieved:

- improved workforce development personnel competency, reduction in employee turnover and improvement of morale will occur;
- there will be greater consistency in the level of service and quality of service and across the state;
- reduce the duplication of training resources;
- through a better understanding of agency roles, a systems approval to workforce development will be developed; and
- bridging technical assistance and professional development needs will result in a more personal level - customer centered – approach to the services provided.

December 4, 1998 Credentialing Committee Meeting

The Education – Workforce Development Taskforce strongly recommends establishing a mandatory credentialing process to provide uniform training in the career development competencies necessary to assist One-Stop Career Center customers and any other customers moving through the Workforce Development System.

The Education - Workforce Development Taskforce recommends an implementation standing committee be established consisting of state and local workforce development partners that would:

- evaluate state and national credentialing alternatives and recommend a credentialing process that accommodates staff at all educational levels and work experience. The process would also include professional development for members of local and state workforce development boards. The process and delivery system would be in place by the year 2002;
- identify who would be required to be credentialed within the Workforce Development System;

- be responsible for bringing workforce development decision makers together for support of the process and the requisite funding; and
- structure a network of providers for technical assistance to state and local workforce partners on the certification process.

The Education – Workforce Development Taskforce recommends a professional development plan for workforce development personnel be established that allows for adequate incentives for advancement. Incentives would include reimbursement for tuition, license fees, and other costs that are job related. The professional development plan would include membership in a job related professional organization.

The Education - Workforce Development Taskforce recommends that the Division of Workforce Development adopt as one of its priorities the funding of professional development incentives for all workforce partners. Example: The Division of Workforce Development division might share reimbursement expenses on tuition and license incentives with local workforce partners.

The Education - Workforce Development Taskforce recommends that appropriate career fields that require state license and / or certification be required to modify training competencies to reflect the needs of the Workforce Development System. Example: A Licensed Clinical Social Worker (LCSW) and high school counselor may both be required to take course work which leads to a basic understanding on the policies, procedures, and operation of the Workforce Development System.

The Education - Workforce Development Taskforce recommends that the selected credentialing process be included in the Missouri Training and Employment Council One-Stop Career Center Standards.

Expected Outcomes: Education - Workforce Development Taskforce members believe that if the recommendations identified above are adopted, the following goals would be achieved:

- There will be greater consistency in the level of service and quality of service across the state.
- Customer results such as employment, retention, earnings, and welfare reduction will improve.
- Improved workforce development personnel competency, reduction in employee turnover, and improvement of morale will occur.
- The marketability of the Workforce Development System to its customers will increase.

The Education - Workforce Development Taskforce recommends that appropriate career fields that require a state license and / or certification be required to modify training competencies to reflect the needs of the workforce development system. Example: Individuals with credentials in the following areas should be knowledgeable of the Workforce Development System such as: Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor (LPC), public school counselors, licensed psychologists, Certified Vocational Resource Evaluator (CVRE), and those holding Certified Rehabilitation Counselor (CRC) credentials. In addition, elementary and high school teachers and community college personnel need a basic understanding of workforce development policies procedures to assist students in the “first chance” workforce development system.

The selected credentialing process must be included in the Missouri Training and Employment Council One-Stop Career Center Standards.

Expected Outcomes: Education - Workforce Development Taskforce members believe that if the recommendations identified above are adopted, the following goals would be achieved:

- There will be greater consistency in the level of service and quality of service across the State.
- There will be greater consistency in the level of service and quality of service across the State.
- Customer results such as employment, retention, earnings, and welfare reduction will improve.
- Improved workforce development personnel competency, reduction in employee turnover and improvement of moral will occur.
- The marketability of the Workforce Development System to its customers will increase.

December 3, 1998 Assessment Committee Meeting

The Education - Workforce Development Taskforce established an assessment committee consisting of state and local staff with specialized knowledge of counseling, assessment, and staff training. The Committee made the following recommendation:

- Workforce development staff must use common terminology within the system. Common terminology will reduce customer confusion as well as confusion among partner agencies serving the customer.

Committee members recommended that the Workforce Development System consider using terms such as screening, comprehensive assessment, and career evaluation. These terms can be loosely applied to core, intensive, and training services categories contained in the Workforce Investment Act; Level 1, 2, and 3 designations used within Temporary Assistance programs; Levels 1, 2, and 3, as utilized by career evaluation staff; and triage training provided by the Missouri Training Institute.

Members emphasized that assessment is an ongoing process. It is consumer based and results in job attainment and retention. Committee members recommended that the following definitions be broadly used and applied to screening, comprehensive assessment, and career evaluation:

- Screening: An initial process to determine the level of services needed. It consists of gathering information from an application or an application and initial interview. Screening results in directing the customer to the services that are immediately available, such as referral to a partner service agency or case manager, where appropriate.

The Committee wishes to emphasize the point person at the screening phase is critical to the assessment and referral process. The point person will need specialized training and work experiences to effectively route customers to the most appropriate service, agency, or case manager.

- Comprehensive assessment: A multi-agency diagnostic process that determines occupational strengths, barriers, and needs. It is utilized to empower the customer to develop a realistic plan of action services.
- Career evaluation: A focused specialized evaluation process to determine the service needs and direction of the customer for a specific training activity. It builds on prior assessments and supports / validates the customer's choice.

Members commented that customers are sometimes placed in services that are programmatic holding areas or that are designed for them to fail. Customers should be screened and assessed into appropriate services designed for them to succeed.